

## 2013 Consequential Validity Survey

### Written Responses

<b>In reference to #3 above, please explain why:</b>
Working on toileting and independence
With all the natural supports in most student's lives (parents, family members, etc.) as well as the school providing lunch, transportation and much life-skill support --- many students have no idea how to pack a lunch, pick out clothing sizes or groom themselves. Additionally, when kids transition to adulthood, the fine academic skills are the first to go. What's important are social skills, safety skills and functional activities like cooking and grooming.
Will not achieve much academically
While some of my students can read they don't understand what they read or how to do some of the simplest things in life like riding a bus with no support or to even be able to live alone and take care of themselves without support.
While my student seems to fit well, when asked why he made the choice he did or to observe the choice he made does not fit the situation for his good.
When all students are cognitively impaired, academics is only a portion of their day at school. Self-help, life skills and communication make up the rest.
very low cognitive ability
Too much emphasis is placed on academics when they need more life skills.
This teaches independence and prepares them for the future as adults.
They will not be living in the world of college. They will need to know how to take care of themselves.
They need to practice skills that will help them when they get out of school. They need that practice from an early age. Waiting to high school is too late. Staff working at Division of Voc Rehab report that they are not getting enough of this anymore.
They need to demonstrate more competence at moving through the school day and matching expectations at each new level.
They need more so they can be more independent later on in life.
They need both academic and functional living skills
They have significant cognitive delays and continue to work on life skills.
They have significant cognitive and functional deficits
They get functional living skills everyday at school and at home.
They get a good dose now.
They do not learn the skills without a lot of direct instruction and a high degree of repetition. They also do not pick up the skills through observation of others -again requiring direct instruction
They do not currently spend a lot of time on functional living skills because it is not related to the curriculum. They need more work in those areas to become more independent after school.
They are non verbal students who are learning toileting and self care.
these students need to know how to function in the world, as independently as possible
These students need real life practice with being consumers; importance of being on time, reliability and responsibility.

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These students may never learn to read actual words or do actual math problems. What they need are skills that will help them function independently down the road - how to navigate by recognizing signs, doing math/science by shopping and cooking for themselves, etc.
These students are dependent on others and those people and services will not always be there.
These students are close to becoming adults or are young adults. They need daily, repetitive instruction in daily living skills such as money recognition, budgeting, how to get help, relationship skills, among others such as cooking, shopping, cleaning.
These life skills are essential to future success in life and in school. These skills will promote independence.
These are the skills they will need for the rest of their life for any amount of independence.
These are the skills that will most help them in life after high school
there is significant cognitive impairment in each of the students
There are strong and weak points regarding the teaching of fls in a home-school setting.
Their skills are low and they need multiple chances to learn.
Their cognitive abilities require training in simple tasks such as tolieting, hygiene, cooking, etc.
The students who I teach (who take the alternate assessment) are not likely to ever be fully independent adults. The most beneficial things that I can give them are the living skills to be as independent, happy, and productive as possible in their adult life. Many traditional "school skills" will not be used in their adult life and, therefore, are meaningless to these students and not a good use of our limited time with them.
The students I work with will need continuing instruction on functional living skills their entire life in order to ensure they reach their potential and obtain the highest level of independence possible.
The students I teach each have a unique set of skills that, when taught how to do use them on their own, will help them be successful in life.
The students I teach are included in the general education curriculum.
The student that I assessed will never be able to live on his own, like the rest of my students. The focus in the classroom is behavior, communication, and functional living skills.
The student in my classroom are exposed and learn functional living skills everyday.
The student I work with are not diploma track students. They need to learn job skills and funcnaitonal living skills. They would be unable to live 100% independently due to safety concerns.
The student I tested is in 3rd grade and functional living skills are naturally part of the curriculum.
The student I teach that takes the AA is a 10th grade student living in rural Alaska. She is not able to read fluently or write independently. My instruction is based on the skills she will need to live as independently as possible in the village after graduation.
The student I teach needs more practice with social skills.
The older my students get the more this can be determined. While they are in elementary school focusing on academics is functional.
The 2 students who have significant cognitive disabilities would benefit from additional instruction on a variety of functional living skills.

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### Written Responses

That is what will help them get by in life later on.
Students with significant cognitive disabilities require routine instruction of basic functional life skills across multiple environments to generalize specific skills. They may know the skill in one educational setting, but not in novel or new settings. Functional living skills also need to be taught and generalized so students can communicate with familiar and unfamiliar peers and adults.
Students social skills are severely delayed.
Students require direct instruction in self help, communication, vocational, social, and advocacy skills.
Students need to be able to say what they need. They need to identify danger. They need to be able to think for themselves as much as possible. They need to get out of routines because life is not very structured. I'm not sure that our Alternate Assessment addresses these kinds of functions. I really like some of the new Aps for iPads and I was wondering if we should be looking into some of that as a way of testing for functional life skills.
Students need to be able to function more independently
Students are severely disabled and regular school curriculum is not appropriate for them.
Students are multiply disabilities and need one on one assistance on all daily living and self help skills and to make them more independent, they need more instruction on functional living skills.
Students are able to manage functional living skills.
Student relies on aide for all functional living skills.
Student needs to know how to live on his own. He does not know how and may never be independent
Self sufficiency and independence in the school and community.
Safety and emergency procedures are lacking as well as a lack of important information such as address, phone number, school name, etc.
real-life shopping, community, functional writing
Poor hygiene Poor social skills Difficulty making decisions
Please define functional living skills. My students are receiving instruction about functional living skills.
Part of the difficulty in living in the Bush community is the lack of resources, both within the school and outside in the community. It is difficult to find the resources to provide specified life skills to one student at his/her level, and still provide the needed services to other student in the school.
one of my students is in the 6th grade. I am finding it difficult to find materials for him on life skills. The other one is totally dependent and always will be on caretakers.
need real life experiences that are hard to follow through on in a school setting-bathing,laundry, making a bed for example
need more skills to develop independence or as much independence as possible.
My students receive functional living skills instruction.
My students need to learn functional living skills to be better prepare for semi independent living when they leave school. I want them to be as prepared as possible to achieve this goal.

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### Written Responses

My students need to learn daily living skills and work related skills to be able to live independently or with minimal support and hold a job.
My students have an IQ below 70 and score in the bottom 2% in adaptive behavior skills.
my students are very low functioning & learning academic material is useless for them. They need real/hands on/functional living skills
My students ability levels vary. however, they all lack in areas of functional living skills.
My student's cognitive level and memory require multiple exposure to daily living skills.
My student needs both educational and living skill goals
My student currently receives a lot of functional living skills, I don't see a need for additional instruction.
Multiple Disabilities
Most of the students had good basic functional skills, they weren't specific in all answers but for the most part they were able to demonstrate that knowledge.
Most of our students need basic skills to help them in daily life after high school when they will not have as much support.
Most of my students have been certified by the special education department as students having multiple disabilities and I have one student who is Autistic
Most of my students day centers around daily living skills.
Most have limited communication skills. This impacts their ability to understand and navigate the world, making functional skills more difficult to learn and generalize.
Many of the students that are taking the Alternate Assessment need to have functional living skills for post secondary living. Many of them have had so much work on academics to the detriment of having developing the independent living skills they need to be successful living out in the world.
Many of the students I teach do not have the ability to easily dress themselves, obtain food from a stocked kitchen, or clean except to follow basic directions as they are given.
many of my students are low functioning and require a lot of one on one interaction.
Lower functioning demographic
Low adaptive, low cognitive
Life Skills students fall far below their peers in traditional academics but are social creatures and need additional instruction on age appropriate social skills for life.
Life Skills are important.
It is practical. To reduce dependence on others and to empower the student who will soon be an adult.
Independent living or semi independent living after high school is the biggest goal for most of my students
In order to help our students to be more successful in their daily lives (due to the fact that their academic skills are significantly impaired), these students need more of their time at school involved in functional living skills.
If referring to more than they currently receive; No. If referring to needing more throughout their schooling; then, Yes, they need more.

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### Written Responses

I'm including "communicative competence" in my definition of functional living skills - and they all need that, or time/money skills, to continue to be addressed
I work with elementary students who still need basic academic skills.
I think, for most of my students that needs to be the focus of their educational program. With a minimally developed scope and sequence in KIBSD though, it feels like I am pulling info from the air sometimes.
I think that students need self help and functional skill education, but they also have a right to a well-rounded education including all of the content areas.
I think long-range with these students. Some of them are being raised by grandparents. When their parent or guardian is gone, they are going to be very difficult to care for if they have few functional living skills.
I teach in the bush and our handicapped students have little supervision much of the time or are handled by siblings. They need these skills to learn to function independently. Safety, cooking, dress, reading labels, using a phone, etc are very important.
I teach in a resource room but the child I assessed comes in for some functional writing skills throughout the day.
I teach functional independent life skills that are measured by: Adaptive Behavior Skills; Affective (Emotional) Skills; Cognitive Development Skills; Sensorimotor Skills; Social Skills; Speech and Language Skills; and Vocational Skills.
I teach different disabilities, some physical, blind, deaf and low cognitive.
I mostly teach EBD students who participate in SBAs with accommodations. These students do work on functional living skills when in my classroom.
I have students with Autism and cognitive delays.
I have students that require a great deal of direct instruction in language and social skills. They lack the language and social skills to successfully navigate in school, community and home settings. I wish the alternate assessment would measure student progress and ability in these areas. These are the areas that will help my students become contributing members of their communities and families. As a step mother of a 26 year old son with autism, I have come to realize that this is a quality of life issue.
I have one student who has extremely limited functional academic skills who participated in the ELOS. This student continues requires hand over hand assistance in many areas and has extremely limited functional academic skills. The curriculum focuses on increasing her basic receptive and expressive skills, as well as very basic functional living skills (toileting, dressing, eating, etc.)
I have both academic and less academic students. I teach academics along with functional living skills.
I feel they are getting an appropriate combination of academic and functional.
I feel that my students need more instruction in more difficult functional living skills. They need to improve on higher levels of functioning in community, money, and living skills.
I feel I provide a balance of functional living skills with traditional academics.
I do provide the functional living skills instruction for my students

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### Written Responses

I believe we do a great job teaching academics but in some cases, particularly as students get older, we need to acknowledge what they really need to transition to life. (supported jobs or care for themselves as much as possible to maximize their abilities in the area of self help)
I assessed a student but I do not teach him. He is home-schooled by parent.
I am teaching my students both functional skills and academic skills on their level.
I am given programs that I have to teach. Any functional living skills that are taught are infrequent and developed by me.
I am a special education teacher for a structured learning classroom.
He needs more instruction of functional communication and social skills. The hope that he will be able to do a few things independent when he is older
Half of my students are higher functioning and able to focus on more academic lessons while the other half either need functional life skills or are nonambulatory and need others to provide care.
Functional living skills are what my students need to be as independent as possible in their future
Functional living skills are very important for my students success as they transition into young adult life.
Functional living skills are of primary importance for them to become increasingly independent.
Functional living skills are fundamental to daily life and the students I work with need as much instruction and time to practice ADLs as possible to be as independent as they are able to be. Some of the current needs we address in class include toileting, eating, dressing, and general communication.
For me, its really more about the idea that the students are included in the state wide assessment like their peers, so we need to held accountable for teaching to them as much as possible - there could be a balanced schedule where M-W is more academic than Th-F where functional skills are stressed, or vise-a-versa - Something like that!
Due to mandates about testing on academics, valuable time in teaching functional living skills is lost
Down's Syndrome affects her...ability to learn academics, therefore she should have instruction to improve her independence in daily living skills.
developmental disabilities
Depends upon the needs of the student.
Depends on the student.
Daily toileting and social needs.
cognitive ability, adaptability, emotional/behavioral abilities, coping skills, issues with interpersonal relations, issues with inappropriate behaviors under normal circumstances, group behavior
Cognitive abilities range from very low to 2-3 years behind peers. Often my students are in home environments that do not challenge them to progress in the area of functional living skills.
Cognitive abilities limit their accademic growth.
Both students struggle learning from structured or generic curriculums. They both are unable to perform many daily tasks without adult support.



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### Written Responses

Both academics and functional living skills are addressed in Life Skills programs in ASD.
Because they have severe and profound needs.
Because their lack of skills impacts their ability to participate in the classroom and meaningfully engage in their academics.
Because of their level of disability they need all the living skills training we can provide.
At this time the student I teach is Autistic and has very poor communication skills. So, he is in need of many functional living skills if he is every going to be able to function in this world .
At the high school level these students are getting ready to graduate and move into some sort of assisted living.
Although our school culture is one that embraces a full inclusion model, there are times when students would be more appropriately served by practicing functional living skills.
Academics are so important but my students also need to be able to take care of themselves, get along and relate appropriately to others and do everyday tasks independently.
Academic skills can often be embedded in a functional curriculum. When students access academic skills with a hands on approach, often they are able to generalize and maintain skills with ease.
Academic expectations are limited due to cognitive functioning.
A couple of my students scored low on the ELOS as they require hand-over-hand to be successful.
.The students I work with have cognitive and behavioral delays. These delays greatly impact their ability to process information. They need individualized curriculum, in a small group setting with behavioral support.

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### Written Responses

Please describe what you most appreciate about the Alaska Alternate Assessment.
After testing the 4-6 students in my class I appreciate that I don't have to get mixed up in the SBA testing grouping.
Allowing my lowest functioning student a viable alternative to State Wide Testing. The ELOS are great when testing nonverbal, or participation level functioning.
Assessing low cognitive students.
Assessment accessibility
Attempt at hitting all students ability levels
Awareness of and accountability for academic achievement of students with severe cognitive impariments and heavily modified curricula
Better than portfolios.
Can take training at your own pace.
Consistent approach to annually assessing our students with significant needs
Content of most of the tests. Ease in entering scores on line.
Determines better what the students know, instead of what they don't.
Ease of use.
Easy Computer training and data entry
Easy to administer
Easy to administer and can be done over the course of multiple days/administration times.
easy to administer and gave relevant info
Easy to work with
Easy visual in areas my students are lacking.
ELOS
Flexibility and length of testing window.
Getting to spend time with my students and learn more about what to teach them.
Gives me a better idea of how to approach skills with my special needs students. What are the expectations.
Gives me some direction on what functional skills I need to be working on with my students.
Having the ELOS option
Helps focus on needs of the students.
Honestly, I don't appreciate the AKAA. I doesn't accurately assess my students' abilities.
How accessible it is now. It is more student and administer friendly.
How similar it is to the curriculum in which I teach (ULS). The students did very well because the format and wording was similar.
I am better able to see what the students true abilities and knowledge are.
I appreciate an option besides the SBA.
I appreciate being able to test the student one-on-one on appropriate assessment items.
I appreciate having a standardized method of assessment for all students with severe disabilities.
I appreciate how comprehensive they are compared to the portfolio method of assessment that we previously used.



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### Written Responses

I appreciate it when the assessors in the district take care of their responsibilities in a timely way.
I appreciate that I am able to administer the Alternate Assessment over multiple days. I feel I am able to get an accurate standardized measure of my students academic progress based on their results of the AKAA.
I appreciate that it assesses student at their level of academic performance.
I appreciate that it is a tool that provides the opportunity for accountability. I appreciate that it supports credence to the academic importance and relevance for this population of students.
I appreciate that it specifically targets the level of ability of my students to show progress made from year to year.
I appreciate that the Alternate Assessment gives us a way to show at the state level the progress that our significantly impaired students have made. I also appreciate the associated Extended GLEs, which help us to inform instruction.
I appreciate that the students have an opportunity to be assessed and that it is a fair, productive, informative process.
I appreciate that there is a system in place to measure progress for students with the most significant needs.
I appreciate the AAA because it is within the educational grasp of my students.
I appreciate the assessment of our students, inclusion and the expectation that it presents for administrators to take these students seriously also.
I appreciate the design of the assessment.
I appreciate the ease of use. It is easy to enter student information, adapt materials, assess the students and enter the data.
I appreciate the ELOS.
I appreciate the fact that this assessment allows our students with significant cognitive disabilities an opportunity to participate in a meaningful assessment, and it is not time wasted.
I appreciate the people who take this seriously and attempt to compose a valid test.
I appreciate the training before testing starts.
I appreciate the training modules, teaching videos, and the practice test assessment with the Mentor.
I appreciate the wider window that allows us to administer the assessments over longer periods of time. Most of the students that I have who take the Alternate Assessment have have a very difficult time remaining engaged in seat-work type lessons for extended periods of time.
I appreciated the accessibility for all of my students.
I appreciated the assessment when I was doing it with another student who was able to answer many of the questions. The student that I have now cannot answer any questions, and I feel like it is a disservice to her trying to administer this test.
I believe that we do not have the necessary resources to effectively assess our special education students.
I do not appreciate the AKAA because I am required to take a yearly test, download the test, put test together, score the test and data entry test in addition to answering survey questions.

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### Written Responses

I feel that it tests the understanding of the students for the most part though knowing how much is really guessing and how much is actually answering because they really know what they are reading or hearing is a different story.
I learned how to better assess writing. I also liked the online data entry.
I like how my questions were answered in by the administrative team once I had determined who they were. I also liked how the material was presented on time.
I like spending one on one time with my delightful student. She shows such concentration and diligence.
I like that the alternate assessment provides a standardized opportunity to demonstrate student achievement.
I like the format of the testing the best.
I liked how the materials were accessible online. I also liked the opportunity to practice with students on the practice test before they completed the AA. Entering scores online was efficient.
If we have to assess our students with a standardized test, I appreciate the fact that we can provide all of the accommodations so that our students can better access the test. As a result, it is probably the most accurate standardized academic assessment out there for this population of students.
It addressed practical skills that were developmentally appropriate for the students I work with.
It allowed me a snap shot of my students' knowledge.
It allows me to track the progress of my students in a way that is more appropriate to their academic skill level. I am able to focus my academic instruction on the Extended Grade Level Expectations better because I know what they will be tested on.
It allows my students some success and gives me a good idea where my student is performing.
It allows you to assess these students fairly as far as academics go. I think it continues to improve and does not impact students educational instruction time.
It assisted in future goal/objective development and expressed student needs.
It do not require extensive testing and time to assess.
It does identify areas that students are low in.,
It gives all students access to a standardized test. It provides a required 1-on-1 time for the special education teacher to work directly with a student; often the student works primarily with a para, or in the case of homeschool, with their parent.
It gives us somewhat of a snapshot of where our students are academcially.
It has gotten better over time.
It is a test my students can be successful taking.
It is good to be able to show what a student of limited cognition can do, as opposed to what he can't do.
It is more appropriate for my one student than the regular SBA.
It is much easier to complete than the old portfolio version.
It is over for this year.
It is relatively easy to administer.
It is user friendly.
It makes testing accessible to all students

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### Written Responses

It measures students ability objectively, the transition from grade band to grade band makes it simple for the students to anticipate the format. Once the materials are made, it does not take long to administer.
it provides a better assessment of student ability
It provides an opportunity for all students to participate in assessments.
It was easy to understand when scoring our students.
It was nice to have an individualized assessment tool. Taking time to sit with each student individually was beneficial.
It was simple, quick and targeted.
It's a test and not a big pile of data to collect. It's doable.
It's difficult for a student to get so many incorrect and move to the ELOS .
Its easy to give.
Long time to administer
modifications
more meaningful than ever before!
My student is unable to access the SBAs and it would just upset him to take them. The IEP team determined due to his cognitive functioning, this individual would not pursue a high school diploma, and the stakeholders found the AA as a way to measure his growth in school.
My students could actually do some of it. It wasn't a measure of what they are unable to access.
My students with significant cognitive disabilities are recognized and not made to struggle through a completely irrelevant SBA
Nothing at this time
nothing at this time
Nothing- I think it's very difficult on my non-verbal autistic students and their progress should be based on their IEP goals.
Opportunity and access for all students in state and district wide assessments.
Opportunity for access for students with different abilities.
Opportunity to measure student progress in method other than curriculum-based measurements.
Over the years I have had a small handful of students (4) who were able to generalize the skills they know and do well on all sections of the test.
Overall message it provides to districts/educators: the fact that all students -- including those with significant cognitive disabilities -- can learn and should be taught academics, along with life skills and social skill development. (Mandates lead districts to take action, whereas knowledge of best practices/good intentions do not....cannot...always have that same effect.) Also like the grade bands and the on-line training system.
Please see comments on number 3 Also, the entire program is "clean" and organized!
Provides a time for students to show what they can do
Provides accountability for learning outcomes for students with significant cognitive disabilities.
reflection on what students with significant cognitive disabilities should be learning
Scoring Protocols - easy to access and use.

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### Written Responses

Seeing student progress.
since we need to assess, (which I would prefer to not have to assess) I was glad that he could do some of the assessment.
Some standardized data regarding student performance is appreciated.
student based
student competes with himself, person benchmarks are set
Student Friendly
Students are judged by the same standards; the time is flexible.
Test adapted to student level
Testing guidelines
That I have a window of opportunity for Assessment so I can choose the day and time to test my students.
That it allows all students to feel success and dignity.
That it allows students a chance to show what they know.
That it assess their academic knowledge.
that it can be administer over a length of time, and does not have to be administered all at once.
That it gives information on specific skill areas for educational planning.
that it is offered to students that need it
That it is online.
That my student has an opportunity to show what he can do, rather than showing what he is not able to do on the SBA
That my students can each be successful at some level taking the test.
That the ELOS is available for the lowest functioning students. This shows student improvement for students who might not ever be able to show improvement on even the AA. Appreciate all the extra writing samples as examples to use when grading student work.
That the students on the Alternate Assessment are being tested on their level.
That there are almost always some questions that a student can answer. I like the questions that show pictures because I think more students can visualize what is being asked.
That there is some form of assessment for our most cognitively impaired
The AAA gives students with significant cognitive disabilities a chance to show what they CAN do as opposed to what they cannot do. It is a leveled assessment that allows the administrator to assess at the level the student is currently functioning instead of a one-size-fits-all model of testing.
The ability for students with significant disabilities to participate in the state assessments.
The additional training available this year on scoring the writing subtest.
The AK alternate assessment helps me to identify targets for improvement in my students' learning
The Alaska Alternate Assessment provides students with the opportunity of emerging skill set area for a specific standardized test.
The alternate assessment gives me a springboard to next year's curriculum and instructional needs.

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### Written Responses

The alternate assessment is a good supplement for identifying skill sets to target for student progress.
The assessment gives us a guideline of basic academic skills. It provides feedback as to academic strengths and weaknesses of students. It gives us a blueprint that guides academic instruction.
The assessment helps target specific basic academic skills. It serves as a guide to develop specific goals and objectives for students.
The assessment lets the student have a chance to show me what he has learned in certain areas. It is in a format that is useful and understandable by the student.
The comprehensive training and support (i.e., training for mentors, online training and resources, email notifications, etc.)
The current form of the Alternate Assessment is a more valid tracking tool than the previous portfolio method, as well as being easier to administer.
The different areas it assessed.
The ease and access to materials.
The ease of accessing help or support with someone from someone associated with the Alaska Alternate Assessment so that any questions I have are addressed promptly.
The ease of administration
The ease of using the website
The ease of using the website and online resources.
The ease with how it is administered. It is not a months long process.
The feedback
The flexibility to give it in any order or over time.
The length of each test.
The materials that are available to use and that data is placed on a computer program
The online data entry
The opportunity to learn more about the program and the training provided
The option to have a alternate to state testing.
The test is individualized.
The test window which allows for test preparation and administration.
The training
The training for mentors is well done.
The training prior to giving the test, it can all be down loaded, very visual for student, lots of time to give assessment to students
The training that is required before hand.
The visuals are already for use. I don't need to find any materials. The content is appropriate, for the most part.
The well organized system made it easy to access materials and input scores.
The wide date range really helps.
The window of opportunity to
There are no longer errors with in the test. This makes the testing procedure much nicer for me.

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### Written Responses

This is a chance to see where students are in their learning from year to year.
This year, the availability of refresher sessions for experienced assessors.
To be completely honest, I am not happy with it. I guess there is no perfect system but for the severely cognitively impaired, this doesn't work at all. It only works for less significantly cognitively impaired. It was successful with some of my older students, but I have one student who will never even be able to complete ELOS.
Training and support provided
user friendly
User Friendly
We don't need to do portfolio-based assessment
We have access to mentors.

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### Written Responses

<b>Please describe the area that needs the most improvement within the Alaska Alternate Assessment System.</b>
A more concise and easy to read manual or handbook of the assessment.
Adding color to diagrams would be more beneficial to the student. Students should also be assessed on knowing the basic colors.
Adjustments to match the new Alaska State Standards
All students are still not able to access the test and material does not match grade level curriculum.
Alt assessment is too easy for many of the students who take it. If the large gap between SBA. And alternate assessment (especially at middle school and high school levels) that could change kids lives. When students with significant cognitive disabilities are consistently (and easily) scoring proficient on the alternate assessment it no longer holds teachers accountable for those students continued academic progress.
amount of paper work I have to print to give a test
As each student with cognitive disabilities varies greatly, the test does not always assess what they know, or what they have been exposed to (depending on their learning environment).
As it stands now I think the testing only shows what the students can not do. We are not able to test on their strenghts as it only test reading, writing, math and comprehension skills. I have a student that has really shown how she can use her DynaVox in the last year to communicate and share her understanding of some new information. With the way the Alternate Assessment is being given, it does not give students the chance to show the progress they have made in functional skills and the ability to show what they can do.
Assess functional skills and sequence the test better. Selecting sections from the Brigance would be more valuable.
Assessing the Healthy Living Standards on AA, as these are incredibly important for my student's education.
Because this is my first year, I had forgotten a lot of the things I'd learned during the training and wasn't quite sure who to contact once I'd gotten the actual tests. I think it would be helpful if I'd gotten an email from someone who's readily available to answer some of my most basic questions.
Before you can give the ELOS for 5-6 grade- they had to fail each section of the writing because of the number of items they had to get a zero on. Either this is a glitch on the computer or needs to be fixed. If the student can not write their name, or dictation from words it is asking them too much to expect them to write sentences. I also think there may be too many items about shapes on the math test especially at 5-6 and 7-8. I don't think the question on perimeter is designed to find out if they know that. The students who are getting credit get it accidentally.
Better testing questions.
Big gap between the Alternate Assessment and the ELOS
Children who have severely low cognitive abilities should have a way to test out or prove that the test provides no valuable information for teacher or student.
condense if possible



## 2013 Consequential Validity Survey

### Written Responses

Criteria for what students are eligible to take it and what students SHOULD take it needs to be clarified.
Currently can't think of any area.
Decrease preparation time of the test.
Depending on the severity of a child's disability determines whether or not they can participate in any manner on this test. I'm not sure with the money spent on this assessment what we know about this population of students at the end of the day? They do the best they can, if they can.
ELOS
ELOS Difficult to determine what the student actually knows
Ensure the test is actually assessing what students know and are capable of. There should be a smaller gap between those who are advancing to the top levels of the alternate assessment and the bottom of the SBAs/HSGQE.
Expanded early entry points in the Extended Grade Level Expectations
Fewer and shorter meetings are needed.
Given a student that has a cognitive level of about 6 months, it is not at all useful to be required to administer the Grade 5 assessments because of chronological age.
Grading of the writing. I feel that it is not standardized enough. I would have graded my student's sample much harder than the rubric and my trainer suggested.
How can we address the kids whose skills are way too low for the SBA, but too high for the AA?
How is it appropriate or helpful to be required to give a student with a cognitive level less than 1 year the 5th grade test because of her chronological age?
glitches that are sure to occur in larger districts are not happening here - so off the top of my head - can't think of anything
I am not for sure. I would love to not have these students assessed.
I am not sure
I believe the process of getting packets together is antiquated. I do not see why packets similar to those given to the general population who take the standard assessments can not be provided. This would in turn improve the standardization process and we as special educators would not have to print and cut the materials for each student. This would still allow for enlarging images if necessary for those who require it. The amount of time it takes to prepare these packets at a time when scheduling for those students who take the standard assessment and other deadlines that come this time of year, is excessive. I believe a better use of our resources would be that the test could be purchased and teachers could use what is needed.
I do not have any areas identified as needing improvement.
I don't feel that it tests my students' learning or my teaching. It tests the students' cognitive ability level. The somewhat less significantly impacted students will always do well, and the more severely impacted students will never do well. I have 1 student who is able to work within the material it covers, who does well, and another who, for example, does not write, will never write, and so will never show any growth in writing. I am teaching both of these students well within what they can and need to learn, but it doesn't look that way from the test. It/s frustrating.

## 2013 Consequential Validity Survey

### Written Responses

I feel it reflects an appropriate level of student's academic level.
I feel that there needs to be a stronger focus on the ability to use communication skills functionally. Concepts could be measured in areas (such as size and quantity in math), vocabulary in reading, etc. There is too much focus on the ability to write. My quandry is do I spend time teaching my students functional skills that will lead them to increased independence and freedom (i.e. identifying and requesting words like, apple, orange, car, truck, gym, music) or do I teach them to memorize letter sounds, so they can pass an assessment? For some of my students the alternate assessment is appropriate. For others, the skills that I teach to ensure they can participate in the assessment aren't nearly as important as the skills I teach them to function independently and have a voice in their school, home and community settings.
I feel this test did not pertain to my student because cognitively he is much lower then the ELOS items.
I find the writing assessments to be scored too harshly. I believe minor misspellings or errors in punctuation do not affect the ability of the words too communicate an idea or thought and therefor should not be judged so harshly. The regular ed SBA's for example grade less harshly
I have not administered the test recently and do not have an answer for this question, sorry.
I think if there were more videos/examples available for training to show the correct way of administering the test and the incorrect way that would be helpful.
I think it is a good system. Regular Education teachers need more training about this.
I think that the state should gather demographic data for the Alternate Assessment in September/October, and then send the school the test and materials in physical form at the same time as the other SBA materials arrive.
I think that there could be a more paperless system.
I think the assessment is a good match.
I think the writing section needs the most improvement.
I think there is a GIANT gap between the SBAs and the AA. I am disappointed the the writing section--I find it very frustrating that the State places more emphasis on letter/word order than ideas.
I understand the need to link the assessment to standards. It would be nice if the tasks were all living skill oriented- then I would not feel that I have to spend time teaching skills that my students will never likely use in their adult lives. Also, it would be nice if some of the more living skills oriented tasks (like writing name, etc.) were tested throughout the grade levels. This way we we can show progress and growth in the areas that matter.
I wish there was some middle ground, for students whose instruction is below grade level, students with mild deficits to borderline cognitive abilities.
I would like the AAAS to notify the qualified assessors via email with changes, etc.
I would like to see an assessment for students with significant disabilities who do not qualify for alternate assessment but function far below grade level and are currently forced to participate in SBA testing.
I would like to see the reading passages be geared more towards functional skills that my students could relate to.
I'd like more functional skills.

## 2013 Consequential Validity Survey

### Written Responses

I'm not sure how relevant the academic tasks are for students who are significantly impaired. I know the range of abilities is broad and it provides a good indication of basic academic skills for most students. I have concerns with the relevancy of the assessment for students who are severely impaired and lack basic emerging language and academic skills. We all strive to nurture and promote academic learning, but we can't neglect the importance of teaching basic self-help skills such as eating, manners, dressing, toileting, safety, work skills, etc. These skills are difficult to assess on paper, but they are just as important as the academic skills.
I'm not sure it holds real meaning for our students especially our severe/profound students. It does not connect to what they can do which is much more basic such as can eat independently or is learning toileting skills.
I've only given the AA once so I don't feel qualified to answer the question.
If we have to subject these students to an assessment, then for the severely impaired, we need something different. Maybe we need to go back to a portfolio for those students who can't even complete ELOS.
In my opinion, some students who experience really significant disabilities are unable to respond to the ELOS items. This does not effect many students but just a few in our district.
Inclusion of assessing functional living skills
It does not really look at what needs to be addressed with the students and that is functional living skills.
It does not work for all students with disabilities. Giving them the ELOS is a waste of time if they are going to get Far Below anyway.
It is not sequenced correctly. The instructions are not on the same page as the materials. It does not assess functional academic skills i.e. symmetry does not make sense...cut in half does.
It keeps evolving and now will continue to do so in response to the new standards being implemented. It appears to me that this process is very time consuming and expensive. That, coupled with all the turnover of educators/qualified assessors, always makes me wonder if there is a more efficient way to train and insure standardization of test administration.
It needs a more hands on approach.
It seems fine
It would be nice to have some ideas/strategies for the areas that are below proficient in the assessment.
Longer testing window for educators with larger amount of students to assess.
Many of the students I work with are nonverbal. Although they are able to access modifications such as their AACs, I would appreciate some expansion to the nonverbal techniques used to assess their understanding of material. This was particularly true of some ELOS questions, when they were asked to count or repeat.
Math as it is high for my student
Maybe other avenues for students who cannot speak or use a communication device.
middle level assessment on subjects because the AA is too difficult for most of my students and the ELOS is too easy for some students; more picture based assessment for none readers at the high school level
More Teacher Friendly

## 2013 Consequential Validity Survey

### Written Responses

More time for training, not many districts allow proper time for the training. The first training should be four days, the review should be two days.
more time needed for teachers to prepare and assess
More time permitted for training--
My students need the format offered with the Alternate Assessment but the material could be made a little more challenging still.
No glaring obvious weakness
No test for students with severe cognitive delays.
Nothing. Easy to follow, administer, and well developed.
Organization and communication with the coordinators at the state office is unnecessarily convoluted and difficult to understand. I believe that it would help if the state coordinators were teachers themselves. They would have a better understanding of how to communicate with teachers.
Perhaps more widespread information provided to all teachers, not just those who will be giving the assessment.
Practice test. Great for students, but too long for proteges, especially the science section.
Prep of testing materials.
Probably scoring the writing portion. Our teachers use the resources as guides while they score the test, and that has been helpful. It will be interesting to see the results of the scoring analysis.
Providing districts support in training.
questions that pertain to village life
science
Science needs to be update. It's not very relevant.
Scoring of writing might better reflect actual skills demonstrated in sentence products if scoring was accomplished with a different system.
Scoring the writing continues to be problematic for most. It takes me longer to score the writing than the other subtests.
Some of the higher functioning students find the test to be "dumb." They feel that the test is almost too easy.
Something different needs to be done for students who are so low functioning that they do not understand the assessment and who are not and cannot learn to read or do any academic activities.
Students who are behaviorally and academically challenged require ongoing support in the daily routine of basic life skills. They need to be able to follow predictable routines, follow simple directions, etc. Emphasis is placed on safety, personal care, etc. Many of these skills cannot be measured with this type of assessment.
Students who struggle with the ELOS
Suggest that there be a checked box indicating that a survey on a student had been completed and accepted.
symbols
Teachers should not have to prep test materials.
Test administration, scoring and entering data all require significant time away from class.

## 2013 Consequential Validity Survey

### Written Responses

The ability for students who score proficient at the entry level to move to an extended level of assessments (move it up a notch to match student's abilities).
The additional time to make the materials each year. When a general education teacher administrators SBA or HSGQE these teachers do not have to teach their class at the same time nor are they expected to become proficient each year (there is a refresher training) make the materials, modify the materials, secure the test/materials give the test, grade the test, and keep all of the other students engaged and making progress on their goals at the same time.
The Alaska Alternate Assessment does well in testing the knowledge base for the students who have test taking abilities. The ELOS does not test or reflect the abilities of students with the most severe disabilities whose day is primarily centered around daily living skills.
The Alternate Assessment program has improved quite a bit over the last few years. I can't think of anything currently, other than the work that will be occurring in the future to align with the new state standards.
The criteria for using the EOLS. I found it pointless and a waste of time to have to give the AKAA to a non-ambulatory before I could give them the EOL. There are some students that the EOL are the only appropriate assessment to give but the requirements of having them fail the first 15 questions in 3 areas doesn't seem appropriate.
The ELOS Assessment was not something my students could participate in. I would like to have had an assessment that they had the ability to respond to. Even the ELOS was far more than they are capable of.
The ELOS does not provide any valuable information. Teachers and parents know how much support is needed to get students to participate in education and having them "touch the paper" does not provide useful information.
The ELOS is a performance based assessment and none of the materials are able to be kept after the assessment, so I feel for very low functioning students, I receive less information and can use the assessment less.
The ELOS is good for the participation level, but the AKAA itself is too low for my mild CI student who doesn't have the skills to participate in the regular SBA's because it is WAY too difficult for her. I wish there was another level, kind of like the way the State of Michigan has for their alternate to the MEAP (MI-Access and MEAP-Access): they have a participation level, which is like the ELOS; a supportive level, that is appropriate for students with moderate CI (our AKAA); and a level that is higher than that (functional), for students who have Mild Cognitive impairment. There is also the MEAP-Access which modifies the state standards in a given content area for students who are not on grade level (typically the LD students) in a content area. I have a second grader this year who is just beginning to read and he is LD; I am very worried about the SBA's for him next year. Without modifications to the test itself, there is probably not any way he will succeed on the testing portion and it will serve only to frustrate him further and continue his pattern of failure during testing situations. I would like to see the AKAA expanded to include those students who are in the gap between the AKAA and the SBA's.
The ELOS required too many extra materials for the short assessment that it is.

## 2013 Consequential Validity Survey

### Written Responses

The food graph has no meaning to my students. The written stories do not provide pictures of the story events unlike the regular education 4th grade tests that I have seen used. The written stories need to be illustrated. If a child can write his/her name then using mixed upper and lower case letters should not get the student dinged. The numbers used to indicate the value of the student's scores in reading, math, science and writing have no correlating values. What does a 50 mean in any area when there is no explanation as to what that 50 means. The thing that is the biggest pain is that as a special ed teacher, I have to do 10 times more work in getting this test ready than the teachers who administer the SBAs to their students. There is a great deal of my time wasted in preparing to give this test. There must be an easier way such as providing the test already run off to the special ed teacher who then only needs to run off extra copies. If I give this test every year, why must I sit through a 4 hour review and then next year take the entire test training again. It takes two days to complete this training. Again there must be a better way to ensure that I will be administering the test correctly than having to sit through a training on my OWN time,
The last part for the 7/8th grade math assessment measuring the student's knowledge about an area needs to change.
The level of the 10th grade test this year was more appropriate to my 10th grade student.
The materials require too much prep time.
The oral reading passages/comprehension section.
The test is too low for most of my students. The majority of my students can do 4th-5th grade work. There are no real life math problems such as purchasing, change back, etc.
The test items need to be improved so that they can properly assess what kids know/don't know.
The test should be customized to Alaska. I'm not sure that Dillard and Associates are the best team to use. Use something developed regionally/locally.
the tests don't really assess much information. There is a huge discrepancy between what SBAs and the alternate assessment test. For some students the SBAs are way too high and the alternate assessment is way too low.
The time it takes for teachers to be trained, the time it takes to prep, administer and score the test is severely taken for granted. No other teaching position requires such time away from what should be our main priority, time with students. SpEd teacher have been told in my district to just deal with it. This is not a good morale booster. Not only are we required to teach, manage TAs, take data, write quarterly reports, develop IEPs, have IEP meetings and reevaluation meetings, make contact with parents, etc, but we are mandated to complete AA's as well. In addition, I am sure that Dillard Research Associates are being paid a substantial amount and year after year there are spelling errors, ridiculous attempts to make it appropriate for students across the Alaska and test questions that are redundant. The test training NEVER goes over interpreting the data from the final scores. It was not until the beginning of this year that I learned the about the scoring rubric found on the state site. Please get rid of the signature "perimeter" test item. You want to have teachers teaching to a specific test item...it would be that one.



## 2013 Consequential Validity Survey

### Written Responses

The training is hard to understand and might be better taught by a AAAS trained from the developers. Much is lost in the videos that could be explained in person.
The training sessions need to be improved. More real-life examples of testing situations needs to be included. The scoring related to videos shown for the qualified assessor training is not adequately explained and is not consistent. One time the testor filmed is lenient, the next time very rigid. We would do better if we could view the videos as a group and then discuss what we saw.
The writing assessment needs the most improvement-it is confusing to administer and assess and does not present a true picture of student abilities.
The writing especially needs to be improved. I have never had a student (except Elos) who couldn't write their entire name from memory by 5th grade. Also, counting and number writing is way below what my students can do.
The writing part of the AA is something my students will never, ever be able to do. I would like to see more Aps that allow them to talk through answers. Perhaps see and listen to the story and answer questions to the story after they visualized it.
The writing portion
The writing portion of AA's scoring was changed and has become more challenging to correct. The previous scoring was easier to follow.
The writing portion of the assessment is difficult to grade and I am not confident that it yields meaningful data about student performance.
The writing portion was difficult for all of my students.
The writing scoring is still very subjective.
The writing scoring protocol could be more forgiving...thanks.
The writing test. The scoring needs to be simplified.
There are certain students that should not have to take this assessment.
There are some questions that are a bit over the students heads, literally, as they didn't understand the concept that was needed and I know none of my students got them right.
There is a LARGE gap between the alternate assessment and the SBAs. This makes it difficult for students to show growth toward grade level expectations.
There is such a difference between alternate and standard assessment and students who cannot master the standard assessment sometimes have higher skills and abilities than the alternate measures.
There is such a gap in the state testing compared to alternate testing. I wish there wasn't such a difference in what is tested.
There need to be alternatives for ELOS writing for those students who cannot use their hands at all.
There needs to a simplified writing system or have us sent it out for grading!
There needs to be a test between the AA and the SBA's for the students who do not qualify for the AA.
There needs to be a test for students with moderate disabilities.
There needs to be an effective way to assess special education students from mild to severe.



## 2013 Consequential Validity Survey

### Written Responses

There NEEDS to be some form of assessment for students who fall between the Alternative Assessment and the normal testing. There are students in every building who are forced into only one of two tests where neither fits their skills accordingly. Also, other members of IEP Team members need to be better informed of who qualifies for the alt. assessment. For some, it would seem that decisions are sometimes made simply because a student doesn't fit the regular testing.
There seems to be a huge leap in expectations in the math portion of the test from the 3/4 to 5/6 strand.
There should be more of a "middle-ground" for testing with the AAA. Sometimes, it seems that the student is unable to perform some of the tasks, however, the ELAS are far too easy, so we may not get a good picture of where the student truly is, which is somewhere in the middle.
Too many materials...
Too much prep time required.
training
training by the school district within the contractual work day
Trainings and scheduling.
We have to do the training online and then do the exact training by our instructors.
We need a better option for the 2% kids - the ones who aren't good candidates for the Alternate Assessment nor the SBA's. I have student that can bubble the SBA but this does not yield us any useful information as they guess on every questions as they are cognitively impaired. There are select students who should be able to have a review of their IEP as a record for assessment as the Alternate Assessment does now yield helpful information to the team.
We need an in between test, like a 1% test. A test for the in between student whether it be something like the Alternate Assessment or a modified SBA.
When printing the scoring protocols, have the verbal instructions to be read on the same page with the score area or on the opposite page facing the score area. It is very cumbersome turning back and forth, back and forth to read, then score the assessment at the same time. Also easier access to the allowed accommodations for the AKAA
When testing according to grade level the test cannot measure what a student knows if they are at pre-school level and listed as a 9th grader..and if the student refuses to use communicative devices, throws things, rips up computers, makes it very difficult for the AA test to test that type of student.
When the state implements a new plan at the very last minute and asks us to implement it
Writing assessment
Writing portion was changed. More confusing to score. Suggest returning to old scoring format.
Writing Scoring
Writing scoring for students who write in all caps. I wish we would score on a double point system and then take 1/2 points away for students who wrote beautifully in all caps. (so they got more credit than someone who didn't write very much) Point sheet for reading comprehension needs reversed to match written scoring form.
Writing: student writing page needs to have longer lines for students that write large